DOCUMENT RESUME

ED 239 619 IR 050 578

AUTHOR Bard, Therese Bissen
TITLE School Libraries in Hawaii.
PUB DATE Nov 83
NOTE 14p.; Paper prepared for the UNESCO Working Group on Development of School Libraries in Oceania (Suva, Fiji, November 7-11, 1983).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Check Lists; Educational History; Elementary Secondary Education; *Learning Resources Centers; *Library Education; *Library Instruction; *Library Role; Library Services; Library Skills; Program Descriptions; *School Libraries; *State Programs; Statewide Planning
IDENTIFIERS *Hawaii

ABSTRACT

This paper outlines the history, functions, administration, and current focus of school library services in Hawaii, which is the only state in the United States with a library staffed by a trained librarian in every public school. Its first school library was established in 1882. Elementary school libraries developed concurrently with secondary school libraries and these libraries have always included both print and nonprint materials in their collections. School library centers in Hawaii perform a triple function as materials, instructional, and service centers, with a wide range of activities grouped under these functions. Since 1959 the Director of School Library Services in the Department of Education has provided the leadership for school library development. The Office of School Library Services, in conjunction with the University of Hawaii's Graduate School of Library Studies, is responsible for providing workshops and seminars to upgrade school librarians' skills. The office also publishes guides and manuals and serves as a consultant for advising and assisting school librarians and administrators. Placement of the School Library Services Program under the Office of Instructional Services in 1977 (rather than under the State Librarian) has resulted in increased emphasis on library skills instruction in Hawaii's elementary and secondary schools and the integration of this instruction with the regular school curriculum. (ESR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED239619

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SCHOOL LIBRARIES IN HAWAII

UNITED NATIONS EDUCATIONAL SCIENTIFIC
AND CULTURAL ORGANIZATION

WORKING GROUP ON DEVELOPMENT OF
SCHOOL LIBRARIES IN OCEANIA

Suva, Fiji, 7-11 November 1983

Therese Bissen Bard
Assistant Professor

Graduate School of Library Studies
University of Hawaii at Manoa
Honolulu, Hawaii

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Therese Bard
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR 057 578

ABSTRACT

Hawaii has developed a strong system of school libraries throughout the State by emphasizing the education and training of school librarians. This program has included interpersonal skills, selection of resources, organization of library materials, and provision of library service to students, teachers, and administrators.

The education and training of school librarians is an ongoing process in Hawaii. The Office of School Library Services, Department of Education, State of Hawaii, is responsible for providing workshops and seminars to upgrade the skills of librarians assigned to elementary and secondary schools. The Graduate School of Library Studies, University of Hawaii at Manoa, cooperates with the Office of School Library Services in conducting workshops and seminars. The Office of Library Services also publishes guides and manuals that are distributed to all school librarians. These publications provide school librarians with the information they need to conduct successful library programs. The School Library Services Officer is also a consultant who is available to advise and assist school librarians and administrators.

Hawaii is the only state among the United States of America that has a library staffed by a trained librarian in every public school. This does not mean, however, that school libraries in Hawaii have reached their full potential. School library programs in Hawaii continue to evolve to meet the changing needs of Hawaii's school children, their teachers, and their school administrators.

HISTORY OF SCHOOL LIBRARIES IN HAWAII

School libraries in Hawaii began a slow steady growth in 1929. In that year the University of Hawaii initiated a school library training program under the guidance of Mrs. Cynthia Geiser, who provided courses, seminars, and workshops for school librarians. This program was expanded in 1947 when Miss Carolyn Crawford joined the University faculty. In addition to teaching in the University's education program for school librarians, Mrs. Geiser and Miss Crawford assumed a leadership role in Hawaii's growing school library movement. At the time, the Department of Education had no director of school library services. Mrs. Geiser and Miss Crawford, through their efforts, provided some of the services normally provided by a director of school library services.

In 1959, however, Miss Crawford left the University faculty and accepted the position of Director of (School) Library Services. Since 1959 this position has continuously been filled. At present, school library services and audiovisual services are combined in one unit, the Multimedia Services Branch. The Education Officer responsible for school library programs and services reports to the Director of the Multimedia Services Branch.

In two respects, school libraries in Hawaii developed differently

from school libraries in most school districts on the Mainland. First, elementary school libraries developed concurrently with secondary school libraries. On the Mainland, elementary school libraries were established much later than secondary school libraries. Second, both elementary and secondary school libraries in Hawaii have always included nonprint materials in their collections. School libraries in Hawaii, therefore, have been in fact school library media centers since their establishment. In many Mainland school districts, nonprint materials were often housed in audiovisual centers separate from the library.

School libraries in Hawaii followed a logical sequence of development. Initially, school library collections were very small. The librarian's first task was to organize this small collection in a way to promote maximum accessibility. As funds became available for more library materials, librarians were able to give more attention to collection building. Then, with a well-organized, adequate collection, the school librarian was able to focus his or her attention on developing a continuum of instruction in library study skills.

A Centralized Processing Center (CPC) was established and began operation in 1963. This Center's major contribution to school librarians is allowing them to focus primarily on collection building and instruction in library skills and secondarily on organization. CPC provides acquisitions and cataloging service for books only, not nonbook materials, for school libraries. Therefore, school librarians must catalog and process their own audiovisual materials.[1]

THE FUNCTION OF THE SCHOOL LIBRARY MEDIA CENTER

The school library media center exists to support the educational

philosophy, objectives, and programs of the school it serves. To do this, the center performs a triple function -- as a materials center, an instructional center, and a service center.

The school library media center as the MATERIALS CENTER serves the school by:

- Providing guidance in the evaluation and selection of media resources.
- Providing central purchasing of library resources and equipment.
- Providing central cataloging, processing, and inventorying of library media resources and equipment to avoid unnecessary duplication.
- Providing a wide variety and balanced collection of media resources to meet individual interests and needs.
- Providing instructional materials which support and enrich the curriculum.
- Providing a professional collection of materials which support and enrich the curriculum.
- Providing a professional collection of materials for members of the instructional, supportive, and administrative staffs.

The school library media center as an INSTRUCTIONAL CENTER serves the school by:

- Providing adequate facilities for independent study, group work, and class instruction.
- Providing instruction and experiences in the use of media and libraries.
- Providing experiences for developing study skills.
- Providing experiences for developing skills in the production of

audiovisual materials.

- Providing experiences for discovering new ideas and learnings through the use of variety of media.
- Providing opportunities for meeting the recreational needs of students.
- Providing experiences in browsing and reading.
- Providing opportunities for practice in citizenship.
- Providing instruction and experiences in the use of new media equipment.
- Providing learning situations of value to student assistants.

The school library media center as a SERVICE CENTER serves the school by:

- Providing an efficient system of circulating library media resources and equipment.
- Providing assistance in solving reference problems.
- Providing information on the acquisition of new media resources and equipment.
- Providing classrooms with proper supplementary instructional materials for unit study.
- Providing adequate facilities, equipment, and supplies for producing audiovisual materials.
- Providing opportunities for cooperative evaluation and selection of media resources.
- Providing an attractive and conducive atmosphere for study and for promoting the use of the center's facilities and resources.
- Providing the necessary support services for research, for

curriculum planning, implementation and evaluation.

- Providing additional information or resources from other community libraries or agencies.[2]

Total integration of the school library program with the educational program of the school is the purpose of the school library program. The school librarians, like the classroom teachers, see their primary function as the education of the whole child.

ROLE OF THE DIRECTOR OF SCHOOL LIBRARY SERVICES

Since 1959, the Director of School Library Services in the Department of Education has provided the leadership for school library development in Hawaii. School Library Services is the umbrella that insures equality of opportunity for each school by planning and implementing a standard school library program throughout the state.

The components of this program are:

Goals and objectives
Published guides
Inservice training
Consultant services

The goals and objectives of the school library program are the Foundation Program Objectives of the Department of Education, State of Hawaii. These are:

1. Develop basic skills for learning and effective communication with others.
2. Develop positive self-concept.
3. Develop decision making and problem solving skills.

4. Develop independence in learning.
5. Develop physical and emotional health.
6. Recognize and pursue career development as an integral part of personal growth and development.
7. Develop a continually growing philosophy that reflects responsibility to self as well as to others.
8. Develop creative potential and aesthetic sensitivity.[3]

Published guides are provided to every school. The guides provide the means for reaching the program objectives. The basic guides currently in use are:

Hawaii School Library Media Centers: A Manual for Organization and Services. Honolulu: School Libraries and Instructional Materials Branch, Office of Library Services, Department of Education, State of Hawaii, 1976.

Study Skills Related to Library Use: A K-12 Curriculum Guide for Teachers and Librarians. Honolulu: Office of Instructional Services/ Multimedia Services Branch, Department of Education, State of Hawaii, 1978.

Integrating Library Skills into Content Areas: Sample Units and Lesson-Planning Forms. Honolulu: Office of Instructional Services/ Multimedia Services Branch, Department of Education, State of Hawaii, 1979.

Library/Study Skills Instruction in Hawaii's Schools: A Guide for Teachers and Librarians. Honolulu: School Library Services, Office of Instructional Services/Multimedia Services Branch, Department of Education, State of Hawaii, 1982.

These guides are not merely sent out to each school, but direct, inservice training is provided for each guide which is published. The School Library Services staff, therefore, works directly with librarians,

teachers, and administrators in providing guidance to school level personnel in the use of each guide.

School Library Services provides several types of inservice training. These include:

1. inservice training sessions held during regular inservice training periods throughout the year;
2. workshops of one-week duration held during the summer and at other vacation times;
3. workshops held on Saturdays usually during one semester of the school year.

Consultant services normally consist of visits to schools for individual conferences with librarians, teachers, and/or administrators. Also, a great deal of consultant service is conducted through telephone contacts. Librarians, teachers, and administrators call the School Library Services staff concerning problems related to library services and programs and to report on the success of unusual or innovative library activities. Communication between the School Library Services office and school level personnel is very effective.

Guides, inservice training, and consultant services provide guidance and direction, but the methods used to implement each school library program are determined by individual librarians, teachers, and administrators at school level. School Library Services provides overall direction for all schools in the state. However, the responsibility for developing a program in each school rests with the school administrator, who knows the students, parents, teachers, librarian, and the community in which the school is situated. Every school is unique and has its own special character. The

librarian's responsibility is advising the school administrator on the type of library services and programs most appropriate for that school.[4]

CURRENT FOCUS OF SCHOOL LIBRARY SERVICES IN HAWAII

In 1977 a report of the Legislative Auditor of the State of Hawaii recommended that school libraries, because they were involved in instruction, be removed from under the supervision of the State Librarian and be placed under the Office of Instructional Services. Formerly, the Director of the Multimedia Services Branch, called by another title, had reported to the State Librarian although each school librarian had reported to the school administrator.

This change in administrative organization has resulted in a change in focus for school libraries. Whereas formerly the support function had been emphasized, since 1977 the emphasis has shifted to the instructional function of the school library program.

Placement of School Library Services under the Office of Instructional Services has made it easier for educators, administrators, and legislators to think "instruction" when they think of school libraries rather than to think "support." This change in perception has gone hand-in-hand with an increasing emphasis on the instructional function of school librarians.

This change in focus is evident in the instructional program offered in Hawaii's school libraries from kindergarten through grade twelve. In addition to the library skills continuum which school librarians have used as an instructional guide for many years, school librarians are now developing multiple instructional units that integrate instruction in library skills with classroom instruction. The goal is total integration of library skills instruction with the regular school curriculum.

School Librarians in Hawaii as a group believe that the integration of library skills instruction with classroom instruction will improve the quality of education in Hawaii's schools. Students who learn to use the total resources of a school library will learn more than students who depend solely on textbooks for their information. Moreover, they are learning an invaluable lifelong skill. They are learning how to find information they need on a subject, a basic skill in "learning how to learn." Hawaii's school librarians are aware that library skills instruction is more effective when it is integrated with classroom instruction. This is due to the students' being better able to retain what they learn in an integrated learning experience. Retention was often poor when they learned library skills as a separate entity.

Although the School Library Services staff and individual school librarians have been working for a number of years on this integration project, much work is yet to be done. Deterrents to full accomplishment of this goal are -- not all teachers are willing to cooperate with librarians in developing integrated units; a few librarians feel that the results do not justify the extra time needed to collaborate with teachers; some principals still see the school library as solely a support service.

CONCLUSION

School libraries in Hawaii have a long history, from 1882 when the first school library was established. The position of Director of School Library Services, however, was not created in the Department of Education until 1959, and that position has been filled since that time by librarians of exceptional leadership ability. As a result, Hawaii's school libraries have shown a consistent pattern of growth and development

in this past quarter of a century. The libraries have evolved from small, unorganized collections to school library media centers that focus on the education of the whole child. School librarians are well aware that the school library movement in Hawaii has not reached its full potential. Nevertheless, school librarians feel they are justified in being proud of the fact that every public school in Hawaii has a school library staffed fulltime by a trained librarian.

REFERENCES

[1]This brief history of school libraries in Hawaii is taken from Hawaii School Library Media Centers: A Manual for Organization and Services. Honolulu: School Libraries and Instructional Materials Branch, Office of Library Services, Department of Education, State of Hawaii, 1976. pp. A-1 and A-2. The writer also wishes to acknowledge the assistance of Padmini Gaunder, who is from Fiji but is currently a student at the University of Hawaii.

[2]Ibid. pp. A-5 and A-6.

[3]Library/Study Skills Instruction in Hawaii's Schools: A Guide for Teachers and Librarians. Honolulu: School Library Services, Office of Instructional Services/Multimedia Services Branch, Department of Education, State of Hawaii, 1982. p. 35.

[4]This discussion of the role of the Director of School Library Services as well as the comments on the current focus of school library services in Hawaii are based in part on an interview with Mrs. Patsy Izumo, Director, Multimedia Services Branch, Office of Instructional Services, Department of Education, State of Hawaii held on October 26, 1983.